

TEACHER AND CLASSROOM SELF-ASSESSMENT

The following self-assessment checklist assists educators in reflecting on and gaining insight into their personal, professional and institutional beliefs and attitudes about diversity and anti-bias education. These questions can be used as part of a larger conversation about anti-bias education or by individual teachers to assess their own practice.

Part I. Assessing Yourself

How effective are you in promoting an anti-bias learning environment?	I haven't thought about this.	I need to do this better.	I do this well.
1. Have you recently read books, stories or articles or watched any movies, videos or documentaries to increase your understanding of the backgrounds, hopes, needs and concerns of students and families from the different identity groups (race, religion, ethnicity, etc.) that make up your school community and beyond?			
2. Have you participated in professional development opportunities to enhance your understanding of the complex characteristics of racial, ethnic, cultural and religious groups in the U.S.?			
3. Do you listen with an open mind to all students and colleagues, even when you don't understand their perspectives or agree with what they're saying?			
4. Have you taken specific actions to dispel misconceptions, stereotypes or biases that members of one group have about members of another group at your school?			
5. Do you self-reflect and work to avoid actions that might be offensive to members of other groups?			
6. Do you discourage patterns of microaggressions, bias, segregation or exclusion of members of particular groups from school clubs, committees and other school activities?			
7. Do the curricular content and wall displays in your classroom reflect the experiences and perspectives of the various identity groups that make up the school, community and society?			
8. Have you evaluated classroom materials, children's literature and textbooks to ensure they do not reinforce stereotypes and that they provide respectful, inclusive and equitable treatment of all groups?			

9. Do you use classroom methods such as cooperative learning, role-playing, art exploration and small group discussions to meet the needs of students' different learning styles?			
10. Do students have opportunities to engage in problem-solving groups that address real issues with immediate relevance to their lives?			
11. Do you use a range of strategies in addition to traditional testing methods to assess student learning?			

Part II. Assessing Your School

How effective is your school in promoting an anti-bias learning environment?	We haven't thought about this.	We need to do this better.	We do this well.
1. Does the school's mission statement communicate values of respect for diversity, inclusion and equity? Are there various strategies to communicate this mission statement to students, staff and families?			
2. Do students typically interact with one another in respectful and inclusive ways?			
3. Do the school's symbols, signs, mascots and insignias reflect respect for diversity, inclusion and equity?			
4. Do celebrations, festivals and special events reflect a variety of racial, cultural and religious groups and holidays?			
5. Is the school staff (administrative, instructional, counseling and supportive) representative of the racial, ethnic and cultural groups that comprise the school and community?			
6. Are staff or volunteers available who are fluent in the languages used by families in the school community?			
7. Do students, families and staff share in the decision-making process for the school?			
8. Does the school have policies and procedures to address bias, harassment and bullying? Are these policies communicated in the primary languages spoken by families? And have those policies been developed in collaboration with staff, students and families?			
9. Are consequences associated with bias, harassment and bullying policy violations enforced equitably and consistently?			
10. Do the instructional materials used in the classroom and available in the school library, including literature, textbooks, supplementary books and multimedia resources, reflect the experiences and perspectives of people of diverse backgrounds?			

<p>11. Are equitable opportunities for participation in extra- and co-curricular activities made available to students of all gender, ability, and socioeconomic groups?</p>			
<p>12. Do teachers and staff have opportunities for systematic, comprehensive and continuing professional development designed to increase cultural understanding and promote student safety?</p>			
<p>13. Does the school conduct ongoing evaluations of the goals, methods and instructional materials used in teaching to ensure they reflect the histories, contributions and perspectives of diverse groups?</p>			
<p>14. Does the school create and implement disciplinary policies that are fair and equitable, and are those policies and practices regularly reviewed to make sure equity is enforced?</p>			